
Alaska 4 English Language Arts / Reading

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	4 (Elementary)
Subject	English Language Arts / Reading
Course category	Core
Standards family	English Language Arts / Literacy
Framework	Alaska English/Language Arts Standards
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Academic and Subject Words

Unit 3: Words Worth Knowing • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

Essential question	What do the words in my textbooks actually mean?
Standards	Academic and Subject Words -> L.4.1 Alaska English/Language Arts Standards / Conventions of Standard English — Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English. b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two, there, their).*
Learning target	"I can interpret academic and subject-specific words accurately."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will accurately interpret general academic words and phrases.
- Students will accurately interpret domain-specific words and phrases.

Success criteria (student-friendly)

- "I say what the word means."
- "I use it correctly."
- "I notice which subject it belongs to."

Academic vocabulary

academic, domain-specific, interpret, precise, term

Materials and technology

- Word banks from other subjects
- Reading notebooks
- Glossaries
- Display chart
- Cross-curricular texts

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.

Support area	This week's plan
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Interprets and uses academic and domain-specific vocabulary accurately.

Family communication

Ask your child a subject word they learned this week.

Day 41 — Words That Appear in Every Subject

Week 9, Day 1 • Unit 3 • Standards: L.4.1

Focus	General academic vocabulary.
Learning target	"I can interpret academic and subject-specific words accurately."
Vocabulary in use	academic, domain-specific, interpret
Local date	_____

Learning sequence

Connect: context clues. Teach: some words appear across all subjects - compare, analyse, describe. Try: shared listing. Apply: pupils interpret. Reflect: these words carry instructions.

Check for understanding

Student interprets a general academic word accurately.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Words That Belong to One Subject

Week 9, Day 2 · Unit 3 · Standards: L.4.1

Focus	Domain-specific vocabulary.
Learning target	"I can interpret academic and subject-specific words accurately."
Vocabulary in use	academic, domain-specific, interpret
Local date	_____

Learning sequence

Connect: general words. Teach: some words belong to science, maths or history. Try: shared sorting. Apply: pupils interpret. Reflect: the same word can differ by subject.

Check for understanding

Student interprets a domain-specific word accurately.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Getting It Exactly Right

Week 9, Day 3 · Unit 3 · Standards: L.4.1

Focus	Accuracy.
Learning target	"I can interpret academic and subject-specific words accurately."
Vocabulary in use	academic, domain-specific, interpret
Local date	_____

Learning sequence

Connect: interpretation. Teach: the standard says ACCURATELY - close is not correct. Try: shared checking. Apply: pupils refine. Reflect: precision valued.

Check for understanding

Student corrects an imprecise definition.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Using the Word Myself

Week 9, Day 4 • Unit 3 • Standards: L.4.1

Focus	Production.
Learning target	"I can interpret academic and subject-specific words accurately."
Vocabulary in use	academic, domain-specific, interpret
Local date	_____

Learning sequence

Connect: accuracy. Teach: knowing a word means being able to use it. Try: shared sentences. Apply: pupils use words. Reflect: use is the real test.

Check for understanding

Student uses an academic word correctly in a sentence.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Building My Own Word Collection

Week 9, Day 5 • Unit 3 • Standards: L.4.1

Focus	Independence.
Learning target	"I can interpret academic and subject-specific words accurately."
Vocabulary in use	academic, domain-specific, interpret
Local date	_____

Learning sequence

Connect: our words. Teach: collecting words we meet, from any subject. Try: shared modelling. Apply: pupils start a collection. Reflect: collection continues all year.

Check for understanding

Student adds an accurately defined word to their collection.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Source citation

Alaska Department of Education and Early Development. Alaska English/Language Arts Standards. Adopted June 2012. THE K-5 STANDARDS ARE PRINTED THREE GRADES TO A PAGE -- here Grades 3, 4 and 5 side by side -- so read as linear text the columns interleave and nothing says which grade a statement belongs to. Every statement was taken from the GRADE 4 COLUMN of the actual table cells. FORTY-THREE STANDARDS ARE REGISTERED. ONE NUMBERED ROW IS DELIBERATELY NOT REGISTERED because the document prints it to say there is no standard there: RL.4.8 "(Not applicable to literature)". GRADE 4 IS THE FIRST GRADE WHERE W.9 APPEARS -- drawing evidence from texts to support analysis -- having been printed as "(Begins in grade 4)" in every earlier grade. The numbering was cross-checked against the neighbouring grades to confirm nothing was lost in extraction. ON THE MAPPING: every standard is placed on a teaching strand belonging to ITS OWN STRAND OF THE FRAMEWORK -- a Reading Literature standard only ever lands on a literary strand, a Language standard only on a vocabulary or conventions strand -- with the order within a strand following the document rather than a bespoke choice. Retrieved 2026-07-27 from https://education.alaska.gov/akstandards/ela/Adopted_ELA.pdf